IMPACT OF PERCEIVED PARENTING STYLES ON PSYCHOLOGICAL WELL-BEING AND ACADEMIC ACHIEVEMENT AMONG SCHOOL STUDENTS

SYNOPSIS

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By

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1. Title: IMPACT OF PERCEIVED PARENTING STYLES ON PSYCHOLOGICAL WELL-BEING AND ACADEMIC ACHIEVEMENT AMONG SCHOOL STUDENTS

2. Introduction: Everything is changing quickly in the lives of aged individuals (Ambhore and Puri, 2019). Over the last few decades, there has been a significant shift in lifestyle. In general, it is apparent that modern parents, particularly those in the middle class, are working hard to improve their economic status swiftly. The future of society depends on today's students, who may face a range of psychological issues impacting their ability to participate in classes, including the inability to function, exhaustion, feelings of hopelessness, rumination, lack of sleep, and poor sleep quality. Students with strong psychological well-being, however, are more likely to succeed in higher education settings, engaging in activities they find interesting and maintaining optimism about the future.

Parenting style is identified as a significant family component influencing the development of college students (Shek et al 1997). Strains and stresses are present in various aspects of college student's lives, and addressing these challenges head-on is crucial for developing healthy relationships, mutual connections, and improved social communication, ultimately benefiting academic performance. College students require parental stability and love to preserve their identity (Raboteg-Saric and Sakic, 2014). The relationships and parenting philosophies practiced in their homes can impact the psychological health of college students, with mental well-being defined as being pain-free or having no other psychological concerns, along with a healthy "sense of self-worth, self-mastery, autonomy, positive connections with others, a sense of purpose and meaning in life, and feelings of ongoing personal growth and development" (Francis et al 2021).

2.1. Evolution of Parenting Styles and Their Impact on Child Development: In the latter portion of the 20th century, parenting styles emerged as a major subject of study, recognizing the significant influence parents have on the development of their children. Parenting styles are employed to represent the typical variations in parents' attempts to socialize with their children (Baumrind, 1991). Both unsupportive and supportive parenting styles can shape developmental outcomes and impact personality development. The typology of parenting styles was further refined by classifying families based on acceptance, control, demand, involvement, maturity, supervision, and warmth. As a result of this evolution, parenting was

divided into four different styles: authoritarian, authoritative, permissive, and uninvolved. The interaction of these aspects changed our perception of parenting (Maccoby and Martin, 1983).

Table 1

Types of Parenting Style		
Dimensions	**Demanding**	**Undemanding**
Responsive	Authoritative/Democratic	Permissive / Indulgent
Unresponsive	Authoritarian / Autocratic	Neglectful / Uninvolved

Source: Maccoby & Martin 1983

Parents who are authoritarian place a great value on obedience and respect to authority, they are known for being extremely demanding and unresponsive. On the other hand, authoritative parents retain close monitoring while providing warmth and support, striking a careful balance between establishing boundaries and being caring (Baumrind, 1991). Conversely, while both permissive and uninvolved parenting are less demanding overall, they differ in terms of how responsive they are. Parenting that is permissive means making few expectations but being very responsive, which creates a relaxed environment. Whereas, uninvolved parenting is characterized by a lack of demands and response, as parents frequently fail to fulfil their obligations by failing to keep an eye on their children's activities or offer encouragement when they try (Maccoby and Martin, 1983).

2.2. Perceived Parenting Styles: The subjective perceptions that children's have about their parent's methods of raising their children are embodied in perceived parenting styles. This includes how kids interpret the actions, attitudes and interactions of their parents in the context of the parent-child dynamic, influencing a range of aspects of the child's growth, such as conduct, emotional stability, and cognitive development. Because they represent the child's understanding of the behavior's they witness from their parents, these views frequently fit into pre-existing typologies like authoritative, authoritarian, permissive and uninvolved. The family is highlighted by Bronfenbrenner's ecological system theory as the main microsystem that has a direct impact on people. Within this perspective, the way that parenting approaches are seen has a profound effect on mental development and is closely linked to mental outcomes.

These styles, which are interactive and constant in a variety of contexts, are derived from the behavioral patterns of parents. Studies show that children's who experience parental rejection frequently display unstable emotions, stronger reverse psychology skills, and a propensity for anxiety and violence. On the other hand, children's who experience parental acceptance are more likely to exhibit pro-social behaviors like helpfulness, cooperation, compassion and variety of interests. Furthermore, research indicates a relationship between parental philosophies and child's mental health, with constructive

philosophies fostering mentally sound children's. Likewise, the children's who experience parental rejection and lack of empathy are more vulnerable to mental health issues (Feng, Zeng and Zong, 2021).

2.3. The Concept of Psychological Wellbeing (PWB): Psychological well-being is a broader term that includes a person's general state of mental health as well as their level of satisfaction with different facets of their life. The foundational work of Ryff (1989) defines PWB as a holistic construct. According to him, PWB consists of six basic dimensions Autonomy, Positive Relations with others, Environmental Mastery, Purpose in Life, Personal Growth, and Self-Acceptance (Park and Jeong, 2015).

This complex feature of PWB illustrates a thorough comprehension of mental health that extends beyond the absence of psychiatric diseases. Positive characteristics, such as self-acceptance, positive relations with others, and purpose in life, are recognized by the model as being important in enhancing an individual's overall well-being. Moreover, two notions of well-being are put forth by Deci and Ryan (2008) that deepen our comprehension of PWB. A) Eudaimonic well-being prioritizes an individual's capacity to excel in both their social and personal aspects of life. It is associated with intentional facets of life purpose and contentment. Conversely, B) the hedonic approach illustrates PWD in three components: happiness, subjective well-being, and positive emotions (Diener, 2000; Ryff et al 2004). Hedonic and Eudaimonic standpoints add to a thorough knowledge of PWD by acknowledging that, beyond emotional experiences, well-being encompasses a broader sense of purpose, autonomy, personal growth, and healthy relationships in our society. This paradigm considers an individual's subjective experiences alongside their overall functioning in various life settings.

2.4. Academic Achievement: The process of methodologically analyzing and assessing student's knowledge, skills and talents in a classroom context is referred as academic achievement. The demonstrable success and accomplishment in educational pursuits, encompassing high grades, awards, and notable advancement that reflects a student's commitment and proficiency in their academic journey. It involves employing a diverse range of instruments and methodologies to measure and characterize a student's academic achievement, giving teachers, administration and legislators useful data. Academic performance serves as a tool for monitoring student's progress, evaluating the effectiveness of instructional methods, and providing valuable information for the development of curricula and educational policies.

2.4.1. Measuring Academic Achievement: A broad spectrum of technologies is applied to gauge academic performance, including a diverse range of tests intended to appraise student's abilities, comprehension, and general performance. Exams such as CBSE, ICSE, JEE, and CAT serve a prime illustration of standardized testing, spanning from elementary school to university levels, providing a common benchmark for evaluating student's academic performance. Examinations like GATE, NEET and others establish a standardized format, ensuring uniformity in assessment across diverse academic levels. Teachers engaging in quizzes, examinations and various classroom assessments employ continuous evaluation methods to

gauge the academic performance of students. Similarly, the utilization of portfolios, which consist of students' work complied over time, serves as an official method to showcase their abilities and accomplishments, providing a thorough assessment of academic progress. Exams from external sources, such as advanced placement and International Baccalaureate, are administered independently. Evaluate practical skills, introspection, and teamwork in that order, using performance-based evaluation, peer assessment, and self – assessment. A numerical measure of academic performance the grades on a scale called (GPA) Grade point average, it is used in extensively in college for evaluation of examinations and scholarship. Institutional-level indicators, such as graduation, and retention offer a holistic view of program success. These approaches offer a comprehensive perspective of academic success, with the selection of methodologies based on the subject matter, educational levels, and particular learning objectives. The calculation of GPA can be done by utilizing the following formula:

GPA= Total Quality Points/Total Credit Hours

A numerical indication of the student's overall academic success is the resultant GPA. It is noteworthy that there may be some variations in the specific grade point values and grading scales among various educational boards or institutions in India. A 10.0 scale may be used by certain institutions, whereas a 4.0 scale may be used by others. Students should be familiar with the grading system used in their specific educational institution to accurately calculate their GPA.

Furthermore, academic achievement determines whether a student is a failure or a success, and as a result, the behavior of parents, teachers, and peers affects achievement. Academic success raises students' self-esteem, whether they have a good or negative attitude about themselves. Academic performance is improved in students whose parents and peers support college attendance. There is a lot of confirmation to support the idea that differences in academic achievement are caused by the procedures and organizational structures used by many colleges. In other words, the degree to which information and knowledge have been conveyed to college students is a good indicator of achievement (Reid et al 2002).

2.5. The Relationship Between Parenting Styles, Psychological Well-Being, and Academic Achievement among Students: Parental participation influences the growth and development of children. The psychological health of children is greatly influenced by parents. The family's parenting practices affect the children's socialization and compatibility. It has gotten much worse in recent years. In the modern period, it is common to see both the husband and wife working. As a result, they are unable to provide their kids enough time for academics and other educational activities like sports and yearly events. Most of the time, parents are at work. As a result, they frequently allow their kids to attend private schools. In simple terms, it may be said that parental participation is declining relative to earlier times. In addition, the majority of parents in today's society place a lot of restrictions and regulations on their children.

On the other hand, some parents disregard their children's academic growth. Additionally, it may be said that different parents operate following various parenting styles. The effects of these factors on children's psychological well-being and academic achievement vary (Khodabakhsh et al 2014). A strict, permissive parenting style was associated with higher rates of academic and occupational achievement, whereas a more relaxed approach was associated with lower rates of success. Knowing the important influence of parenting style, it is essential to assess college students' psychological well-being and perceptions of their parenting style. Parenting styles have a direct impact on children's and adults' growth and development, including their educational, general health, and well-being. The care and bringing up (nurturing) of children is a commitment and an enthusiastic job that parents perform.

Parenting styles significantly impact student's psychological well-being and academic success. An authoritative approach, characterized by warmth and reasonable boundaries, tends to foster positive self-esteem, emotional resilience, and a motivation to excel. Conversely, authoritarian parenting may produce achievement-oriented children but can also lead to anxiety and low self-esteem. Permissive style often yields mixed results due to their lack of structure, while neglectful approaches consistently correlate with poorer PWB and academic performance. These children often lack the emotional support and guidance necessary for healthy development. As a result, they may exhibit behavioral problems, low self-esteem, and reduced academic motivation.

College student dropout was predicted with poor emotional and social adjustment. More than half of those who enroll in college take longer than six years to complete it, and one-third of those who enroll never return (Shapiro et al 2018). Due to poor graduation rates, institutions spend a significant amount of effort establishing programs to assist university students in adjusting to and remaining in college. Higher education institutions must understand college student adjustment and make efforts to promote student persistence. A substantial number of studies show that parental approaches impact college student adjustment both directly and indirectly. Despite the college transfer, parents still have a significant influence on their students' lives. By enhancing students' social and emotional transitions to college, parental involvement with students from a young age has an impact that lasts years afterward. Furthermore, throughout two years, college students who reported receiving a lot of parental support had higher levels of psychological adjustment. Parental support is correlated with students' self-esteem, sadness, anxiety, loneliness, and various physical and psychological conditions (Moon-Seo et al 2021).

College students' social, emotional, and academic adjustment is significantly impacted by their good social experiences and affiliation with in-group members, which is mediated by better personal self-worth. Even though college students spend a lot of time interacting socially with their peers, parents still play an important role. From a young age, parents mold their children's attachment patterns and self-esteem. The parenting style has an impact on kids' ability to succeed academically in higher education as well as their

ability to engage socially. Children's self-esteem can be affected positively or negatively by the parenting style of the parents. Self-esteem is related to the children's academic, social, and emotional adjustments. Despite its importance, self-esteem as a mediator between parenting style and college adjustment has received very little attention in the literature. When examining the relationship between parental behaviors and college adjustment, self-esteem can serve as a moderator (Sung et al 2017).

The parenting style that parents adopt to nurture their children is a crucial component that influences an individual's psychological well-being and academic accomplishment. Parental participation improves academic accomplishment performance while also assisting children in efficiently solving academic challenges. The engagement of parents acts as an encouraging and aspirational role, as well as demonstrating a substantial favorable link with children's academic progress. Students who have had a negative parenting style are more likely to have poor mental health and academic accomplishment. Students who suffer from mental health illnesses such as depression, anxiety, stress, low self-esteem, and other general mental diseases are more likely to do badly in school and are more likely to withdraw and fail to complete their education (Olema, 2019).

A parenting style is a set of practices that define a parent's approach to raising their students. The personality of both parents and children is being impacted by parenting practices depending on the parents' upbringing and culture. Positive mental health conditions, such as the absence of depression, anxiety, stress, poor self-esteem, and other common mental illnesses, are typically associated with psychological well-being. A trait of psychological well-being is the union of pleasant emotions and efficient functioning. Effective functioning, in the psychological sense, comprises the development of one's life, which includes having good relationships and a feeling of purpose. Academic success is the attainment of the desired educational level, such as receiving good marks, as well as the appraisal of the teacher and the student (Dombo and Awoyemi, 2016).

2.6. Objective of the Study

2.6.1. To study the perceived parenting styles of boys' and girls' students in government and private schools.

2.6.2. To study the impact of perceived parenting style on academic achievement and psychological well-being among boys' and girls' students in government, and private schools.

2.6.3. To study the moderating factors including gender, cultural background, and socioeconomic status, to understand their influence on the relationship between perceived parenting styles, Psychological Well-being, and Academic Achievement among boys' and girls' students in government, and private schools.

3. Expected New Knowledge: Studies on well-being in general and psychological well-being, in particular, are especially important for students, families, parents and teachers, policymakers, implementers, and professionals such as psychologists, social workers, counselors, and health professionals

through the provision of proper and valid information regarding the psychological well-being and related factors that influence it. The study may help parents, teachers, counselors, and other professionals to understand the status of the psychological well-being of their children and students and will inform these bodies to establish strong and positive relationships and interactions with their children. Specifically, the study results may inform parents to implement proper parenting for the betterment of their children. It will further help policymakers and implementers to design and implement proper preventive and intervention strategies that will enhance college students' psychological well-being. Furthermore, the study will help students in strengthening specific psychological well-being dimensions, and building individual strengths may help them to achieve more optimal functioning in other areas such as academic achievement and psychological health. The study sheds light on "the Impact of Parenting Styles on Psychological Well-Being and Achievement among College Students with Special Reference to Chandigarh."

3.1. Knowledge Gap: The previous research has covered the areas of Psychological Well-Being, Well-being in Parents, Psychological Well-Being in Students, and psychological well-being of Health, while Academic Achievement studies have been undertaken in the areas namely of academic Achievement and Self-Esteem, Achievement & Health, Achievement & Parental encouragement. Earlier literature evaluations show that previous authors did not pay enough attention to "the influence of parenting style on psychological well-being and achievement among school students." Even though all prior studies were conducted only from the perspective of "psychological well-being, the academic achievement of school students, and the Impact of parenting style on the Development of adolescents for their Happiness." The present study is an attempt to fill that gap. The current study will emphasize the "Impact of Parenting Styles on Psychological Well-Being and Achievement among school Students."

3.2. Analytical Framework: The data collected will be coded and tabulated in categories. Then analyzed data will be presented through averages, percentages, graphs, etc. to work out the objectives of the study. The findings will be interpreted to express the results of the study and conclusions will be drawn from the major findings of the study and then suitable suggestions will be given accordingly for remedies formation.

3.3. Hypothesis

3.3.1. There is a significant difference in the perceived parenting styles among boys' and girls' students in government and private schools.

3.3.2. There is a significant impact of perceived parenting style on academic achievement among boys' and girls' students in government and private schools.

3.3.3. There is a significant impact of perceived parenting style on psychological well-being among boys' and girls' students in government and private schools.

3.3.4. There is a significant impact of moderating variables gender, cultural background, and socio-economic status on the relationship between perceived parenting styles, academic performance, and psychological well-being among boys' and girls' students in government and private schools.

4. Review of literature: This section lays the groundwork for the current research and places it in the larger context of scholarly debate. In addition to highlighting research gaps, or potential areas for further exploration. The literature review is presented below:

Baumrind's parenting philosophies and their impact on children's academic and psychological well-being were thoroughly reviewed by Bibi et al (2013). The beneficial effects of authoritative parenting were emphasized by the researchers, who also propose that media campaigns and training programs might aid in the spread of the utilization of this parenting style to benefit the overall development of children.

In a similar vein, Abubaker et al (2015) investigated how the parenting styles of mothers and fathers affected the psychological health of Indonesian teenagers. The result did not support earlier work in this domain on the negative aspect of authoritarian parenting, but they did point to the advantages of authoritative parenting. The study also emphasizes the necessity for additional research in similar contexts to gain a deeper understanding of the correlation between parenting practices and the mental health of teenagers.

In addition, Verma et al. (2018) study on parenting among Thai University students highlighted a connection between academic success and authoritarian parenting styles, indicating a positive correlation with life satisfaction. Moreover, the relationship between authoritative parenting and educational adjustment has been found to be mediated by internal addiction and self- regulation. These findings underscore the complex interplay between parenting approaches and various dimensions of student's well-being and academic adjustment in a university setting.

Furthermore, Ambhore and Puri (2019) research delving into parenting styles and adolescent development revealed a substantial impact of parenting practices on teenagers' psychological health and emotional intelligence. The results showed that the authoritative parenting emerged as the most effective approach in fostering positive development in these areas. The findings indicate identification of gender disparities in psychological wellness and emotional intelligence further contributes to our understanding of how parenting styles influence diverse facets of adolescent well-being.

Loke and Low (2021) exploration of parenting styles and their impact on college students delved into academic achievement, psychological well-being, and academic performance. The results emphasize that in contrast to the previous researchers, there was a significant correlation between parental practices and the psychological state of college students, but not between academic achievements and parenting styles. These inferences highlighted the need for a more nuanced understanding of the relationship between parenting styles and several aspects of student development.

Equivalently, Francis et al. (2021) investigated the link between southern Indian college student's psychological well-being and their parenting style. The researchers exerted a correlation study design and learned a positive relationship between psychological well-being and neglected parenting was also found. according to the study's outcome parenting practices have a significant impact on college student's psychological health, with authoritative parenting being the most conducive to emotional growth.

Moreover, Kushwaha and Chakravarty (2023) investigated in what manner parenting practices impact children's emotional and social growth, happiness, and general well-being. The study sought to explore Baumrind 's paradigm to attain an in-depth knowledge of how parenting practices affect student's development. The results underline the need to utilize efficacious parenting approaches to bolster a child's holistic development and well-being.

These studies underscore the intricate relationships between student's academic success, psychological well-being, and parenting practices by the parents. The findings emphasize the need for nuanced approaches to parenting and highlight the importance of authoritative parenting for fostering positive outcomes in student's overall development.

5. Technical Program

5.1. Name of the experiment: To study the Impact of Parenting Styles on Psychological Well-Being and Achievement among School Students.

5.2. Location field/ lab: Schools from Chandigarh, Punjab, Haryana, and Himachal Pradesh.

5.3. Study Area:

The research will be conducted within the school student population and among parents residing in Chandigarh.

5.4. Methodology

5.4.1. Sampling Design

For the present study a stratified random sampling method will be employed. This method will allow for the inclusion of diverse groups within the sample to ensure representations across various demographics. Here is a suggested sample plan:

5.4.1.1. Identification of strata:

Table 2

Sr No	Stratum	Identified Stratum
1	**Stratum-1**	Identifying different schools in the urban and rural regions of Chandigarh, Punjab, Haryana, and Himachal Pradesh.
2	**Stratum-2**	To identify various academic disciplines and years of study etc
3	**Stratum-3**	To identify the age and gender of the school students

5.4.1.2. Stratum Size Determination

Determining the proportionate size of each stratum based on the population distribution.

5.4.1.3. Random Sampling within Strata

1. Randomly selecting school students from strata-1
2. Randomly selecting academic disciplines and year of the study from stratum 2 within each chosen school.
3. Randomly selecting the students from specified age (15-18 years), and gender (boys and girls) for adolescent students from Stratum 3 within each chosen academic discipline

5.4.1.4. Selectin of participant

1. **Students:** Within the selected strata, we will randomly choose participants (students) based on the enrollment list or registration database.

***5.4.1.5.* Sampling Design**

Table. 3

Variables	**Participants**		**Total**
Gender	**Government**	**Private**	
Boys	120	120	**240**
Girls	120	120	**240**
	240	**240**	**480**

5.4.2. Tools Used and Data Collection: For the investigation, the study will use both Primary data and Secondary data. The following are the scales that will be used to collect the primary data.

5.4.2.1. Psychological Well-being Scale: The "Psychological Well-being" scale developed by Ryff (1989) consists of 42 items, each of which is scored on a 6-point Likert scale spanning from 1 (strongly disagree) to 6 (strongly agree)". The scale is intended to evaluate how individuals perceive certain elements of their functioning, such as whether or not they believe their daily activities have meaning (Abbot et al 2006). Six dimensions comprise the scale such as "autonomy (AU), environmental mastery (EM), personal growth (PG), positive relations with others (PR), purpose in life (PL), and self-acceptance (SA).

5.4.2.2. **Perceived Parenting Styles Scale:** The Gafoor and Kurukkan (2014) Parenting Style Scale gauges how children perceive their parents' actions, particularly in upper secondary school settings. It comprises 39 positively framed items, each rated on a 5-point scale. The scale evaluates parenting styles across four dimensions: authoritarian, authoritative, permissive, and negligent. The first 19 of the items assess responsiveness, while the other 19 items evaluate control. Scores for each parent—mother and father—are separately calculated, then combined to determine overall scores. Based on these scores, parents are categorized as authoritative if they rate high in both responsiveness and control, negligent if they rate low in both, indulgent if they rate high in responsiveness but low in control, and authoritarian if they rate high in control but low in responsiveness.

5.4.2.3. Academic Achievement Scale: The academic achievement of the students will be evaluated based on their GPA (gained in last year's examination), recognizing that it reflects the student's current performance level. By considering the GPA from the last exam, it ensures that the assessment is up-to-date and reflects the students' most recent academic accomplishments. This method also acknowledges the importance of ongoing academic progress and allows for a dynamic evaluation of students over time. The following formula will be used to calculate the GPA, as per10-point GPA scale used in India:

GPA= Percentage of Marks/9.5

5.5. Observations to be recorded: The data will be collected from school students on the measures of perceived parenting styles, psychological well-being scale, and academic achievement measures with the help of standardized scales/Questionnaires and methods.

5.6. Statistical Analysis: Testing is a common approach for determining if a sample data set provides enough evidence for a hypothesis to allow for generalization. As a result of hypothesis testing, the researcher may make probability statements regarding population parameters. In this study, the techniques of Mean, SD, Correlation, Regression, ANOVA, and T-test will be used. In this study, "SPSS (Statistical Package for Social Science)," MS Word, and MS Excel will be used for analyzing the data. A sample of the target population would be employed to obtain the representative's regional responses.

6. Collaboration: There will be no collaboration with any department/ college of Eternal University, Baru Sahib, or any other institute.

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Signature of the Student

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